Student Learning

Objective 1.1. Implement outcomes-based assessment for all academic programs, and student support services to promote continuous improvement.

Reference to Previous Strategic Plans:

ExCom Member: Provost, VPSA

Assessment Tool: NEASC E-Series Report

Baseline: Outcomes specified for 34 (58%) undergraduate programs; Outcomes specified for 22 (51%) graduate programs (2005-06)

Goal: Outcomes specified for 100% of degree programs; 100 percent of degree programs comply with assessment policy annually; 100 percent of degree programs use evidence other than GPAs to measure outcomes for programs; 100 percent of degree programs have made changes as a result of data or evidence

Progress: Outcomes specified for 100% degree programs (2015-16); 78% (75 of 96) of degree programs submitting assessment reports in accordance with policy; 100% of reports indicate that evidence other than GPA is used to determine outcomes for programs; 100% reports indicate that changes have been made as a result of using data/evidence in programs

Enabling Activities:

- Continue to engage faculty in open and productive discussions on assessment via brown-bag lunches, Walk-in Assessment Clinics, and individual meetings with departments
- Continue to implement Taskstream in SEPS, SOB, SEST, the Academic Assessment Committee, and for assessing general education learning outcomes.
- Continue to promote identification and assessment of university-wide learning objectives.
- Improve the framework for reporting the results of general education assessment activities conducted in tandem with the Multi-State Collaborative.
- Improve the communication of results from assessment retreats to appropriate faculty on campus.
- Continue to host annual assessment retreats where faculty score artifacts for general education.
- Continue to improve the quality of feedback the Academic Assessment Committee provides to departments regarding program assessment reports.
- Identify student learning outcomes for community engagement, faculty development, academic support services, and international education activities and implement measures to assess.
- Implement the third year of the Multi-State Collaborative and expand the number of learning outcomes to four.
- Summarize and distribute the results from the second year of the Multi-State Collaborative.

- Developing template for reporting assessment results for student support services.
- Continue to assess newly established learning outcomes in Student Affairs.
- SALD and Student Center continue to improve communication with clubs using Collegiate Link Software, Social Media, and Digital Signage.
- SALD Continued programming and training from the LGBT center.
- The Office of Student Conduct launched a 5yr assessment plan to gain outcome-based measures to improve direct services to students.

Student Learning

Objective 1.2 . Improve student perception of instructional effectiveness and of their own learning in and out of the classroom.

Reference to Previous Strategic Plans:

ExCom Member: Provost

Assessment Tool: Noel-Levitz Student Satisfaction Inventory Instructional Effectiveness mean score

Baseline: 5.03 (2004-05)

Goal: Meets or exceeds most recent average for 4-year public institutions: 5.49

Progress: 5.27 (2015-16)

Enabling Activities:

- Organize faculty learning communities focused on student success
- Schedule forum on service learning courses
- Develop instruments for assessing online learning and promote adoption of standardized student opinion survey for online courses. Ensure that appropriate and equivalent rigor is required and assessed for in-class, hybrid, and online courses.
- Develop instruments for assessing online learning and promote adoption of standardized student opinion survey for online courses. Ensure that appropriate and equivalent rigor is required and assessed for in-class, hybrid, and online courses.
- Convene monthly new faculty meetings focused on teaching effectiveness
- Schedule workshop on teaching a diverse population of students

Student Learning

Objective 1.3. Following a well thought-out strategy, increase the number of courses that incorporate educational technology to promote student engagement, learning, and academic success, including developing hybrid/blended-learning courses and online courses and programs.

Reference to Previous Strategic Plans: FSP 99. 2.5, 3.1, 3.2

ExCom Member: Provost and CIO

Assessment Tool: On-line Course Inventory

Baseline: 53 online courses offered; 0 hybrid courses offered 2,335 credits earned in online courses; 0 credits earned in hybrid courses; 797 enrollments in online courses; 0 enrollments in hybrid courses (2005-06)

Goal: 100 online courses offered; target not set for hybrid courses 3,500 online credits earned; target not set for hybrid courses 1,500 student enrollments; target not set for hybrid courses

Progress: 268 online courses offered, 241 hybrid courses offered; 10,536credits earned in online courses, 12,564 credits earned in hybrid courses; 3,936 enrollments in online courses, 4,266 enrollments in hybrid courses (2015-16).

Enabling Activities:

- Develop plan for increasing number of online courses and programs that address student interest and unmet employer demands.
- Disseminate protocols for teaching online and hybrid courses including meeting Quality Matters standards.
- Explore feasibility of offering additional online programs (esp. graduate programs)
- Manage and/or improve network/internet infrastructure to provide uninterrupted world-wide access to the Blackboard Learning Management System.
- Understand the number and effectiveness of hybrid courses. Support the creation and design of hybrid courses.
- Work with ConnSCU CSUS IT personnel to maintain availability and promote the use of the Blackboard Learning Management System.
- Student online readiness preparation resources were made available to students seeking to take online courses (http://www.ccsu.edu/it/onlinereadiness/).
- Promote and support faculty utilization of new 21st Century Classrooms
- Increase number of courses scheduled in videoconferencing classroom in collaboration with Southern Connecticut State University

Student Learning

Objective 1.4. Increase the number of students involved in undergraduate and graduate research and the level of funding for that research and creative activity.

Reference to Previous Strategic Plans: ASP 04. 5.1, 5.2, FSP 99. 4.5

ExCom Member: Provost

Assessment Tool: UG Students: National Survey of Student Engagement (NSSE) "Percent of seniors who worked on a research project with a faculty member outside of course or program requirements." Amount of funding for undergraduate research from Sponsored Programs Office of Grants and Funded Research. Amount of funding for graduate research from Office of Grants and Funded Research.

Baseline: UG students 14% (2006-07) UG funding $6960 (2007-08) Graduate funding $3191 (2007-08)

Goal: Meet or exceed national average for 4-year public institutions: 21% (2014-15); UG funding $10,000 Graduate funding $10,000

Progress: UG students 21% (2014-15, NSSE given every other year); $15,241 (2015-16) UG funding GR funding $3,224 (2015-16)

- **Enabling Activities:**
  Collaborate with Director of Grants and Funded Research to increase availability of Faculty Student Research Grants.
- Encourage and support more students to present their research at professional conferences. Provide opportunities for students to learn how to present at these events.
- Encourage incoming first-year students to engage in undergraduate research
- Expand faculty-student research competition (with support from GFR and Deans) beyond academic year to include an annual summer competition.
- Expand combined undergraduate and graduate research days
- Provide support from Deans and Department Chairs for participating in undergraduate and graduate creative activity.
- Work with Director of Institutional Advancement to continue to fund student travel for research.
- Organize undergraduate research opportunities for students in the First in the World grant program

Student Learning

Objective 1.5. Increase the number of faculty who participate annually in campus-based professional development activities focused on teaching and learning.

Reference to Previous Strategic Plans: ASP 04. 7.2

ExCom Member: Provost & CHRO

Assessment Tool: Provost's Report

Baseline: 175 (2005-06)

Goal: 300

Progress: 206 (2015-16)

Enabling Activities:

- Create a physical office space in the Library for CTFD where faculty can meet and work
- Create a seminar/workshop series centered on a particular theme, such as addressing the needs of minority students at CCSU.
- Institute a mentoring program, especially for faculty interested in teaching online or hybrid courses).
- Offer a minimum of three two-hour seminars/workshops each term as well as one half-day to full-day conference or symposium each term
- Organize faculty and staff Learning Community Groups that focus on teaching and learning
- Team with other ongoing efforts, such as offering programming tied to Innovation Fund grantees, Summer Faculty Institute attendees, New Faculty Orientation and other faculty-related training programs
- Upgrade the CTFD's website and make it more interactive, such as chat rooms, video postings of keynote speakers, suggested reading lists, a calendar of events and newsletter
- Organize opportunities for interdisciplinary social interaction among faculty.
- Team with other ongoing efforts, such as offering programming tied to Innovation Fund grantees, Summer Faculty Institute attendees, New Faculty Orientation and other faculty-related training programs
- Team with the Excellence in Teaching Committee to host Faculty Day each year, which includes programming on pedagogy and the Excellence in Teaching Awards

Student Learning

Objective 1.6. Increase collaboration and partnerships between Academic Affairs and Student Affairs to promote student learning.

Reference to Previous Strategic Plans: ASP 04. 1.4

ExCom Member: Provost & VPSA

Assessment Tool: Noel Levitz College Employee Satisfaction Survey – customize question: Percentage of faculty and staff who somewhat agree or completely agree that Academic Affairs and Student Affairs collaborate effectively and form partnerships to promote student learning.

Baseline: 41% (2008-09).

Goal: 70%

Progress: 52% (2014-15; survey given every other year)

Enabling Activities:

- Collaboration between Student Affairs and Transfer Articulations to provide Transfer Socials to new students.
- Collaboration regarding LGBT Advisory Committee and programming; Preferred name procedure implement and new gender inclusive housing procedure developed.
- Communicate a campus-wide commitment to the Sustainability Initiative to address critical campus environment issues.
- Continue collaboration between Student Affairs staff, faculty, and academic administrators to provide coordinated services to incoming freshmen and transfer students during academic advising days and orientation activities.
- Continue efforts in training of faculty advisors for student organizations.
- Continue partnership between RECentral and Physical Education Department in sharing resources and collaborating on projects.
- Continue partnership between Student Affairs and Academic Affairs on community engagement initiatives.
- Continue relationship between SA/LD, Student Center, Residence Life, SUBOG and academic faculty members in sharing resources and collaborating on projects.
- Provide eChug to all incoming students and expand the availability of CHOICEs programs.
- Provide year-long programming on overall student wellness issues such as nutrition, and substance use and abuse.
- Expand Living-Learning Communities and assess for effectiveness.
- Collaborate on promoting mentoring throughout the university, including minority mentoring of student clubs and organizations

- Collaborate with Student Affairs and Academic Affairs to encourage new student engagement in co-curricular activities.
- Collaboration between Student Affairs and Academic Affairs to improve delivery of services for our veterans.
- Collaboration on the Sexual Assault and Interpersonal Violence Resource Team with policies, and programming such as Take Back the Night, Residence Life training
- Continue strong Graduate Internship program between Student Center/Activities and School of Education.
- Implement pilot of new Early Alert software to include Learning Center, Student Affairs, CACE, and school-based advising centers
- Strengthen relationships between Center for Advising and Career Exploration and academic schools and departments through such activities as career fairs and guest speakers.
- Collaborate with Summer Bridge and Academic Affairs to provide support to students participating in the program.
- Collaboration between Academic Affairs and Student Affairs with the Early Alert Program to support students and their academic success.
- Expand and assess pilot living-learning communities that link classroom-based learning with residence hall experiences.
- Retention and Graduation Committee is a collaboration of the University to increase retention and graduation rates.

Student Learning

Objective 1.7. Increase instructional design assistance for faculty to support teaching and learning.

Reference to Previous Strategic Plans:

ExCom Member: CIO and Provost

Assessment Tool: Count of number of faculty who receive instructional design assistance.

Baseline: 90 individual appointments for faculty support; 650 requests for help through the Instructional Design Technology Resource Center were met. (2006-07)

Goal: 500 individual appointments for faculty support; 1000 requests met

Progress: 217 individual appointments for faculty support were kept (2015-16)

 1,224 requests for help through the Instructional Design Technology Resource Center were met (2015-16).

Enabling Activities:

- Develop/acquire the human resources staff of the Instructional Design and Technology Resource Center to best serve the instructional needs of the faculty.
- Encourage production of learning objects, podcasts, etc.
- Implement recommendations of the Online Learning Task Force.
- Promote online course development.
- Http://www.ccsu.edu/it/teachonline/ was developed for faculty to help prepare them for developing online courses. In addition to individual and group training offerings, a Blackboard Learn course was developed to help faculty learn how to use the various Blackboard Learn tools.
- Provide additional faculty development in instructional technology. Reduce real or perceived hurdles to developing an online or hybrid course.
- Publicize instructional design services.
- Pursue plans to relocate Instructional Design and Technology Resource Center to Learning Commons in Library
- Showcase instructional use of technology.

[1] In 2013-14 there was a definitional change in how appointments are defined and counted, will revise goal accordingly

Student Persistence, Satisfaction, & Success

Objective 2.1. Improve the retention rate for first-time, full-time students between their freshman, sophomore, and junior years. Reference to Previous Strategic Plans: ASP 04. 1.4 FPP 01. 4.2

 ExCom Member: Provost, VPSA & CDO

Assessment Tool: IPEDS Retention Rate Data

Baseline: retained to 2nd year 80%; retained to 3rd year 66%; retained to 4th year 60%. (2005-06)

Goal: 85% retained to 2nd year 75% retained to 3rd year 65% retained to 4th year

Progress: 78% retained to 2nd year 69% retained to 3rd year 61% retained to 4th year (2015-16)

Enabling Activities:

- Continue collaboration between the CCSU and New Britain Police Departments to more effectively assess and address underage drinking on and off campus.
- Continue the integration of Health Services, the Counseling Center, and the Office of Wellness Education in preparation for the eventual physical integration of SWS.
- Continue to enhance training to over 300 undergraduate student workers, 6 graduate interns and 2 graduate assistants.
- Continue to improve student engagement by providing additional weekend programming via the Weekend Programming initiative funded by the VPSA Office and SGA and managed by SA/LD.
- Continue to offer living learning communities and themed housing in the residence halls.
- Continue to provide campus outreach via health and wellness workshops and lectures; health-related fairs; screenings for STDs; alcohol awareness fair; and other events.
- Continue to sponsor numerous military recruitment events on campus, maintaining - strong relationships with the various Armed Forces Recruitment Offices.
- Enhanced collaborations between Student Conduct, Residence Life, and University Police to identify educational initiatives and effective deterrents to reduce risks to student safety.
- Hired advanced student leaders in the Student Activities/Leadership Development Office to assist student clubs and provide additional training.
- Hired an additional part time counselor to provide increased access for students.
- Improve tracking process of student veterans.
- Increase Student Wellness Services staff availability to provide group counseling and psychoeducation services.
- Increased programming from the LGBT Center; provides Safe Zone training to the campus community.
- Newspaper stories; educational talks in dorms and classrooms; and more events highlighting services offered (e.g. hearing impairment demonstration at Challenges to Human Existence

Expo), providing direct services (e.g. flu shot clinics), or educational (sun exposure awareness at first home football game).

- SALD and Student Center provide better communication with clubs using Collegiate Link Software, Social Media, and Digital Signage.
- Student Center maintains the "Tranquility Center" for student meditation and prayer.
- Student Conduct increased efforts to inform students about behavioral expectations on and off-campus.
- Student Conduct staff participated in training concerning Men of Color & Student Success to improve awareness of cultural needs, barriers, and strengths to enable supportive responses to male students of color.
- Continue to increase SWS collaboration with other University departments and personnel.
- SWS increased campus community awareness of counseling groups/wellness education via use of social media (i.e. Twitter and Facebook).
- Participate in Retention and Graduation Council to contribute diversity perspectives.
- Clarify expectations for academic advising, provide professional development and implement best practices.
- Continue to increase awareness of prevention initiatives/programs through effective communication with campus community/constituents.
- Develop programs and intervention strategies tailored to the needs of students in the sophomore, junior, and senior years.
- Enhance summer and fall orientation programs to emphasize academic success for first-year students.
- Ensure consistent academic and career advising for all incoming students
- Promote wider understanding of customer service through the Student Success Collaborative
- Implement and gauge impact of Degree Works software to improve student advising and tracking
- Implement Early Alert software and expand program to include advising centers.
- Increase scheduling of courses at less used times to avoid scheduling bottlenecks.
- Register all entering full-time, first-year students for 15 credits
- Promote integration of high impact practices throughout curriculum and co-curriculum
- Provide residence hall space, support, and mentoring to more than 750 first year and transfer students each fall semester.
- Provide on-campus employment opportunities for first year and transfer students..
- Study characteristics of both successful and unsuccessful students
- Support student needs through school-based advising centers.
- Use analytics to identify need for student interventions
- Work with high schools to reduce students' need for remedial courses.
- Continue Early Alert program to identify and support students experiencing academic difficulty.
- Define strategies to improve quality of service to different populations of students (i.e., residential, minority, commuter, transfer, part-time).
- Expand substance abuse assessment and interventions.

- Implement recommendations of the Student Success Team.
- Improve and enhance academic success through participation in Living-Learning Communities
- Implement dual enrollment agreements with regional high schools

Student Persistence, Satisfaction, & Success

Objective 2.2. Improve six-year graduation rate for first-time, full-time students.

Reference to Previous Strategic Plans: FPP 01. 4.1

ExCom Member: Provost &VPSA

Assessment Tool: IPEDS Graduation Rate Survey

Baseline: 40% in six years or less (2005-06)

Goal: 52%

Progress: 57% (2015-16)

Enabling Activities:

- Define strategies to improve quality of service to different populations of students (i.e., residential, minority, commuter, transfer, part-time).
- Increase student awareness of availability of substance abuse resources on and off-campus.
- Expand suicide prevention efforts by training 400 students in QPR (Suicide Gatekeeper Training) and by providing AMSR (Assessing and Managing Suicide Risk) to licensing mental health providers on and around campus.
- Increase current levels of involvement in group fitness classes.
- Use of health fairs and wellness tabling, such as Fresh Check (suicide prevention activity), to raise awareness and promote normalization of commonly experienced physical and mental health issues as well as ways of coping with them.
- Consider AdAstra projections to align course scheduling with anticipated student demand
- Continue Finish in Four marketing campaign
- Continue living-learning community programs in residence halls.
- Continue to promote Academic Maps to expedite degree completion
- Encourage faculty to require attendance
- Ensure that academic policies and course scheduling are conducive to students' academic progress.
- Publicize and encourage student participation in Recreation and Intramurals.
- Enhance student leadership training offerings.
- Use a health promotion and awareness campaign to address physical and mental health issues commonly experienced by our student population.

Student Persistence, Satisfaction, & Success

Objective 2.3. Improve the graduation rate for full-time transfer students.

Reference to Previous Strategic Plans: FPP 01. 4.1, FSP 99. 2.4

ExCom Member: Provost & VPSA

Assessment Tool: CCSU Transfer Graduation Report; CSRDE Community College Transfer Report

Baseline: 53%FT Transfer report (2005-06); 53% CSRDE report (2011-12)

Goal: 60% for full-time transfer students in 6 years; meet or exceed 4-year master's rate in CSRDE CC Transfer report: 64% (2015-16)

Progress: 63% FT Transfer report (2015-16), 53% CSRDE report (2015-16)

Enabling Activities:

- Assign responsibility for advising and scheduling transfer students to the school-based advising centers
- Conduct on-site transfer advisement days.
- Earmark scholarships for academically promising transfer students.
- Enhance course to course articulation process to provide transfer students with a better alignment of courses that meet program requirements
- Enhance the current transfer student mentoring program by providing a stipend for the mentors and expand participation.
- Implement Transfer Articulation Policy (TAP) and new degree program pathways
- Organize visits to our primary feeder community colleges to advise prospective students on a regular prescribed basis.
- Provide transfer students a networking social activity at Transfer Orientation.
- Publish Transfer Guide to help orient transfer students.
- Reserve employment positions (10%) for first year and transfer students.
- Set aside scholarship funds from the Bichum Endowment specifically for transfer students.

Student Persistence, Satisfaction, & Success

Objective 2.4. Maintain an APR score for all intercollegiate athletic teams above the NCAA cut score. Reference to Previous Strategic Plans: FPP 01. 4.1, 4.2

ExCom Member: CAO & Provost

Assessment Tool: NCAA Cut Rate Score from Annual Academic Progress Report (APR data)

Baseline: 11 (61%) teams met 925 (2003-04) [need footnote indicating the minimum APR score increased from 925 to 930 in 2011]

Goal: Obtain 930 or higher for each NCAA submission for 100% of teams

Progress: 18 (100%) teams met 930 (2015-16)

Enabling Activities:

- Continue to maintain NCAA APR scores for all intercollegiate athletics above the required NCAA cut score. For the most recent 4 year cohort of 2014-2015, all 18 teams exceeded the NCAA mandated multi-year score of 930.
- Weekly individual meetings with incoming freshmen, transfer students and assigned continuing students - Topics discussed: class assignments, grades in each class, how they are adjusting to college, or any other academic support necessary
- Required 8 hours of study in the Academic Center for all incoming freshmen, transfer students and assigned continuing students
- Individualized study plan and time management worksheets for each student
- Weekly 2 hour team meeting
- Topics covered in Team Meeting include: Time management, goal setting, GPA calculations, study skills, memory principles, career readiness, communication skills, campus resources, presentations from various departments on campus, and leadership skills
- Referrals to specific academic departments for tutoring and academic support when necessary
- Math tutoring in the Academic Center
- Students requiring additional academic support meet twice a week with an advisor

Student Persistence, Satisfaction, & Success

Objective 2.5. Increase the effectiveness of academic advising.

Reference to Previous Strategic Plans: ASP 04. 1.2, FPP 01. 4.1, 4.2

 ExCom Member: Provost

Assessment Tool: 1) Noel Levitz Student Satisfaction Inventory (SSI): Academic Advising Effectiveness mean score. 2) Noel Levitz College Employee Satisfaction Survey (CESS[1]): percentage of faculty & staff who somewhat agree or completely agree that the role of academic advising is clearly articulated and understood. 3) National Survey of Student Engagement (NSSE): percent of first-year students and seniors assessing the overall quality of academic advising as above average[2]; 4) Summer advising and registration survey administered by CACE: Q4) I have a basic understanding of general education, my major, and program admission requirements; 5) CACE: Q6) I can explain how my courses fill general education and major requirements; 6) CCSU Advising Survey (CCSU-Adv) A) Did you see an advisor? B) The advisor(s) answered my questions and took care of my needs C) The advisor was available when I needed assistance D) The length of time spent with my advisor(s) was adequate.

Baseline: 1) Noel Levitz SSI (2004-05) – 4.84; 2) Noel Levitz CESS (2007-08) – 25%; 3) NSSE (2008) – CCSU first-year 70%, CCSU seniors 60%; national first year 74%, national seniors 65%; 4) CACE Q4 – 3.46 (2012); 5) CACE Q6 – 3.37 (2012); 6) CCSU-Adv A – 90%, B – 63%, C – 67%, D – 79% (Fall 2012)

Goal: 1) Meets or exceeds most recent SSI average for 4-year public institutions: 5.49 (2015-16); 2) continuous improvement from CCSU 2007-08 baseline of 25% (NOTE: National comparative data for faculty & staff are not available.) 3) exceed the national averages for same Carnegie class public institutions in the given year; 4 & 5) CACE Q4 & Q6 meet or exceed prior years; 6) CCSU-Adv Q A – D meet or exceed prior years.

Progress: 1) CCSU 5.26 (2015-16); 2) CCSU 46% (2014-15); 3) CCSU first-year: 62% (2015); national first-year 64% (2015); CCSU seniors: 67% (2015); national seniors 64% (2015; NSSE and CESS are given every other year); 4) 3.54 (2015-16); 5) 3.58 (2015-16); 6) CCSU-Adv A – 94%, B – 73%, C – 75%, D – 88% (2015-16).

- **Enabling Activities**:
  Conduct mass email campaign inviting students to visit and/or contact advising center with registration related questions and concerns).
- Continue to support an integrated Center for Advising and Career Exploration to serve all first-year students.
- Continue to support and assess school-based advising centers.
- Expand opportunities for online advising.
- Implement a new advising/early alert software system
- Identify ways to reward exemplary service in advising, similar to the way excellence in teaching is recognized and honored.

- Manage academic content electronically to ensure consistency and currency
- Implement recommendations from the Committee on Academic Advising
- Implement recommendations of the Student Success Team
- Institute professional development of academic advisors.

[1]The 2010-11 survey question changed from how satisfied/dissatisfied are you to how much do you agree/disagree with the statement.
[2]The 2012-13 survey questions changed from rating advising on a scale of poor to excellent to a scale of 1-7, with 7 being excellent. Scores 5, 6 and 7 are considered above average.

Student Persistence, Satisfaction, & Success

Objective 2.6. Improve the effectiveness of the First Year Experience program..

Reference to Previous Strategic Plans: ASP 04. 1.1, FPP 01. 4.1, 4.2

ExCom Member: Provost & VPSA

Assessment Tool:1)National Survey of Student Engagement (NSSE[1]) -percent of first-year students and seniors who indicate that they (a) took an FYE course and agree or strongly agree that they (b) learned academic strategies that help them succeed in college and (c) the FYE course helped them adjust to college life.

<mark>Removed because NSSE does not ask these questions anymore</mark>2) Access to Success data base, the differential in mid-year retention rates between FYE fall participants and non-participants of FTFT students

Baseline: 1) NSSE (2008) – first-year: CCSU (88%, 74%, 69%), CSU (82%, 71%, 62%) seniors: CCSU (68%, 53%, 54%), CSU (59%, 67%, 63%)

2) Participated in FYE 93.6%, did not participate in FYE 86.4%, a 7.2% differential (2005-06)

Goal: 1) exceed the percentages reported for the CSU system in a given year 2) FYE students have higher mid-year retention rates than non-participants

Progress: 1) NSSE (2009) – first-year: CCSU (96%, 76%, 69%), CSU (92%, 79%, 74%) seniors: CCSU (73%, 64%, 62%), CSU (58%, 69%, 67%) NSSE (2010) – first-year: CCSU (98%, 81%, 75%), CSU (92%, 81%, 78%); Seniors: CCSU (65%, 67%, 62%), CSU (59%, 70%, 67%); NSSE (2011) – first-year CCSU (98%, 82%, 76%) CSU (93%, 79%, 78%); Seniors CCSU (60%, 65%, 58%) CSU (62%, 66%, 62%)

2) Mid-year retention of those who participated in FYE 93.3%; did not participate in FYE 93.4% (2015-16)

Enabling Activities:

- Continue to assess learning outcomes for students in Living-Learning Communities.
- Implement a standardized FYE student opinion survey.
- Conduct and assess pilot of four sections of redesigned FYE course in fall 2016.
- Increase peer mentoring in FYE program
- Set and assess goals for FYE.
- Support development of FYE courses across the curriculum.
- Support faculty development for FYE faculty.

[1]Beginning in 2012-13 NSSE no longer asks students about FYE activities
[2]FYE Survey not administered in 2014-15

Student Persistence, Satisfaction, & Success

Objective 2.7. Improve safety, health and security on campus. Reference to Previous

Strategic Plans: FPP 01. 4.2

ExCom Member: VPSA, CAO

Assessment Tool: Noel-Levitz Student Satisfaction Inventory -Safety and Security section mean score

Baseline: 4.81 (2004-05)

Goal: Meets or exceeds most recent average for 4-year public institutions: 5.05 (2015-16)

Progress: CCSU 4.90 (2015-16)

 Enabling Activities:

- Development of citizen's police academy for campus community
- Continue Crisis Intervention Training officers
- Implementation of de-escalation scenario based training for officers
- Continue to assess and monitor Shooter Detection System. In the past year, pilot and testing have been completed.
- Continue to review and assess Homeland Security campus assessment package
- Continue full compliance with meningitis vaccines.
- Continue Residence Life staff training based on "best practices" in the field
- Continue to improve effectiveness of Student Behavioral Review Team.
- Continue to provide information and training to campus community regarding the sexual assault protocol and policy.
- Enhanced collaborations between Student Conduct, Residence Life, and University Police to identify educational initiatives and effective deterrents to reduce risks to student safety.
- Established team to develop campus sexual assault and interpersonal violence protocol.
- Expand suicide prevention efforts by training 400 students in QPR (Suicide Gatekeeper Training) and by providing AMSR (Assessing and Managing Suicide Risk) to licensing mental health providers on and around campus.
- Improved community outreach – newspaper stories, flyers, educational talks in dorms and classrooms, and more student wellness outreach highlighting services offered.
- Increase current levels of involvement in Recreation and Intramurals.
- Increase student awareness and engagement in overall wellness services and activities through increased use of social media and promotions.
- Maximize utilization of field space and scheduling time for recreation, club sports, and intramurals.
- SALD, Student Affairs, and SGA collaborate on a comprehensive plan for integrated weekend programming to provide weekend programming to promote alternatives to drinking.

- Student Center works with Dining Services to promote healthy eating via MyFitnessPal on website.
- Student Conduct increased efforts to inform students about behavioral expectations on and off-campus.
- Student Conduct staff received training concerning the awareness of and responses to stalking and other forms of intimate partner violence.
- Student Conduct provides on-going training to staff to improve the identification and accurate documentation of alleged violations
- Continue interventions intended to increase student compliance with health form and meningitis vaccines (mandatory within the residence halls) policies.
- Raise awareness of SWS community outreach via newspaper stories, flyers, social media outlets, wellness education events, and other campus community events.
- SWS Continues to increase collaboration with other University departments and personnel.
- Continue to provide flu shot clinics, health and wellness fairs, screening for STDs, and facilitating alcohol awareness fairs for the campus community.
- Use of health fairs and wellness tabling, such as Fresh Check (suicide prevention activity), to raise awareness and promote normalization of commonly experienced physical and mental health issues as well as ways of coping with them.
- Hold educational campaign to raise awareness of physical and mental health issues commonly experienced by college students.
- Continue to refit all campus locking systems.
- Expand police outreach to students emphasizing decreasing larceny, vandalism, and assault cases. Work with Residence Life in training and programs, increase visibility officers on campus via interactive events and walking assignments.
- Increase the number of professionals to support wellness of students
- Ensure officers stay current with Active Shooter Trainings
- Ensure officers are up to date with current juvenile laws and statutes
- Continue to update Crisis Management Manual
- Continue firearms and rifle training, pursue additional training opportunities
- Continue to update Threat Assessment Training via increased workshops and training
- Continue to partner with community through Town and Gown initiatives. Increase patrols in surrounding neighborhoods, work with NBPD.

Student Persistence, Satisfaction, & Success

Objective 2.8. Reduce student legal offenses and non-academic misconduct cases.

Reference to Previous Strategic Plans: FSP 99. 1.4

ExCom Member: VPSA

Assessment Tool: Campus-wide violations report

Baseline: Non-academic campus-wide violators 704 (5.6%), 2010-11

Goal: Reduce the number of campus-wide non-academic student violators as a percentage of the student body; continuous reduction

Progress: Campus-wide non-academic violators – 360 violators, or 3.0% of the student body (2015-16)

- **Enabling Activities:**
  Continue to develop and implement town gown initiatives.
- Continue to emphasize social responsibility and community engagement at Orientation.
- Continue to promote "student responsibility" during new student orientation.
- Continue use of Student Behavior Review Team and Threat Assessment Team as a way to share information about students who may present a danger to the campus.
- Enhanced collaborations between Student Conduct, Residence Life, and University Police to identify educational initiatives and effective deterrents to reduce risks to student safety.
- Expand community building activities within and among residence halls.
- Expanded existing resolution options to include 21 flash-based education modules aimed to assist students involved with the disciplinary process with making healthy decisions and positive contributions to our campus environment.
- Increase participation in Campus Recreation and Intramural sports.
- Increase participation in Devil's Den@10pm.
- Increase programs related to community standards.
- Promote involvement in student activities through various media and marketing tools such as Collegiate Link!, and Today.ccsu.edu.
- Student Conduct increased efforts to inform students about behavioral expectations on and off-campus.
- Student Conduct staff and hearing board members completed the Association for Title IX Administrators' (ATIXA) Civil Rights Investigator-Level 2 course to earn certifications and improve case management efforts.
- Student Conduct provides on-going training to staff to improve the identification and accurate documentation of alleged violations

Student Persistence, Satisfaction, & Success

Objective 2.9. Increase student participation in co-curricular activities. Reference to Previous Strategic Plans: ASP 04. 1.4 FPP 01. 4.1, 4.2

ExCom Member: VPSA

Assessment Tool: Noel-Levitz Student Satisfaction Inventory (SSI) Questions 50 "A variety of intramural recreational activities are offered" and 51 "I can easily get involved in campus organizations", National Survey of Student Engagement (NSSE) Item "Participation in co-curricular activities: % of students spending 1 hour or more per week, and RecSports participation list.

Baseline: SSI Question 50 = 4.80 (2004-05) SSI Question 51= 5.24 (2004-05) NSSE Question: First-year students 47%; Seniors 41% (2007 NSSE). 13,456 participants in open recreational sports (2007-08) 12,565 participants in fitness/wellness activities (2008-09 baseline due to reporting change); 688 participants in intramural recreation (2007-08) 26,709 total participants in RecSports

Goal: SSI Question 50: Stable or continuous improvement. SSI Question 51: Stable or continuous improvement. NSSE Question: Meets or exceeds most recent average for 4-year public institutions First-year students 62% and Seniors 51% (2014-15); RecSports: Increase involvement in Recreation and Intramurals by 8%.

Progress: SSI Question 50: 5.44 (2015-16) SSI Question 51: 5.43 (2015-16); NSSE Question – participation in co-curricular activities for an hour or more per week 68% First-year students; 46% Seniors (2014-15); 11,456 (2015-16) participants in open recreational sports 16,100 (2015-16) participants in fitness/wellness activities; 700 (2015-16) participants in intramural recreation 28,256 (2015-16) total participants in RecSports

- **Enabling Activities**:
  Continue collaboration between Student Activities and Residence Life with the Orientation program.
- Continue programming collaboration between Residence Life, Student Activities, and RECentral programs.
- Encourage integration of co-curricular activities in coursework
- Formalize scheduling of select fields and other facilities used by physical education, athletes and recreation.
- Recruit College Work Study students to work in Recreation.
- Student Activities continues to train organizations on recruitment and marketing.
- Residence Life continued to work with orientation program to help engage freshmen early.
- Residence Life continues work with the Learning Center and their peer mentors, and Student Activities to encourage students to engage in activities in their freshmen year
- Student Center campaign to alert students and campus community to the event website at http://today.ccsu.edu and market the Visix digital signage for student events.
- Student Center promotes services and events through various social media that students utilize.

Student Persistence, Satisfaction, & Success

Objective 2.10. Ensure course scheduling that facilitates students' academic progress.

Reference to Previous Strategic Plans: FPP 01. 4.1, 4.2

ExCom Member: Provost

Assessment Tool: Noel Levitz Student Satisfaction Inventory

Baseline: "I am able to register for classes I need with few conflicts." 4.49 (2004-05)

Goal: Meets or exceeds most recent average for 4-year public institutions: 5.20 (2015-16)

Progress: 4.76 (2015-16)

Enabling Activities:

- Continue the use of AdAstra software to maximize efficiency of classroom scheduling and to assist in projecting student needs for courses.
- Explore feasibility of accelerated, online, hybrid, weekend, and evening programs.
- Increase scheduling of courses at less popular hours to avoid scheduling bottlenecks, including Fridays.

Student Persistence, Satisfaction, & Success

Objective 2.11. Increase the total amount of financial aid awarded.

Reference to Previous Strategic Plans: FPP 01. 4.1, 4.2, 5.1, 5.2 FSP 99. 2.1, 2.2

ExCom Member: Provost & VPIA

Assessment Tool: Financial Aid summary data

Baseline: $52.7M (2005-06)

Goal: $65M

Progress: $97.5M (2015-16, preliminary)

Enabling Activities:

- Add to athletic scholarship base to reduce demand on need-based funding and provide it to other students.
- Coordinate scholarship and financial aid processes to ensure more equitable distribution of awards
- Establish dedicated fund to assist students in good academic standing with small financial needs
- Expand the value of the endowment to increase foundation supported scholarships. Student scholarship support, from the CCSU Foundation, Inc.
- Increase awards to applicants with strong academic records
- Increase awards to incoming residential students
- Increase the amount of institutional funding of student employment and direct aid.
- Increase the financial aid available for early decision programs and Deans' discretionary funds.

Student Persistence, Satisfaction, & Success

Objective 2.12. Increase the ratio of full-time to part-time students.

Reference to Previous Strategic Plans: FPP 01. 4.1, 4.2

ExCom Member: Provost

Assessment Tool: Enrollment Report (percentage who are full time)

Baseline: Undergraduates 75%; graduates 20% full time (2004-05)

Goal: Undergraduates 85%; graduates 25%

Progress: Undergraduates 78%; graduates 23% full time (2015-16)

Enabling Activities:

- Expand student employment opportunities on campus.
- Increase available financial aid.
- Increase available on-campus housing.
- Make course scheduling improvements.
- Minimize student fee increases.
- Provide full course schedule availability for FTFT's.

Student Persistence, Satisfaction, & Success

Objective 2.13. Increase the average entry level SAT score and Class Percentile for first-time, full-time students.

Reference to Previous Strategic Plans: ASP 04. 1.3 FPP 01. 2.2, 2.3, 5.2

ExCom Member: Provost

Assessment Tool: High School Admission Record

Baseline: SAT 1032; 60th Percentile (2005-06)

Goal: Meet or exceed the most recent average SAT score for Connecticut 1010 (2015)

Progress: SAT 1012; 60th Percentile (2015-16)

Enabling Activities:

- Admit any student who graduates in the top 10% of his or her class
- Continue to offer merit scholarships for transfer students with 3.0 GPA or better from 12 community colleges.
- Maintain President's and Deans' scholarships for high-achieving applicants in all four schools

Students as Professionals & Citizens

Objective 3.1. Increase the number of students who are involved in applied or experiential learning (e.g., projects for external audiences, co-ops, internships, etc.).

Reference to Previous Strategic Plans: ASP 04. 6.1 FSP 99. 1.7

ExCom Member: Provost

Assessment Tool: National Survey of Student Engagement (NSSE)

Baseline: 49% of seniors completed a practicum, internship, field experience, co-op experience or clinical assignment (2006-07)

Goal: Meets or exceeds most recent average for 4-year public institutions: 47% (2014-15)

Progress: 46% of seniors completed a practicum, internship, field experience, co-op experience or clinical assignment (2014-15)

Enabling Activities:

- Increase opportunities for students to engage in co-curricular projects and projects for external audiences
- Increase school-based participation in career fairs and in building students' job-search skills
- Increase student participation in academic and professionally oriented clubs and organizations.
- Increase student participation in local/regional/national forums such as conferences and competitions
- Involve schools more actively in organizing and publicizing internships and co-ops
- Provide faculty development in experiential learning and high impact practices
- Provide forums for students to demonstrate applied learning
- Support experiential learning through community-based organization partnerships (hospitals, clinics, mental health agencies, etc.)
- Support experiential learning through corporate partnerships (Travelers EDGE, Pratt & Whitney Quality Partnership)
- Support experiential learning through research conducted with faculty

Students as Professionals & Citizens

Objective 3.2. Promote and support increased community engagement by faculty, staff, and students.

Reference to Previous Strategic Plans: ASP 04. 6.1 FSP 99. 1.7

ExCom Member: Provost, VPSA

Assessment Tool: 1)National Survey of Student Engagement (NSSE) --percentage of first-year students and seniors responding "very much" or "quite a bit" on extent that their CCSU experience has "contributed to your knowledge, skills, and personal development in contributing to being an informed and active citizen"[1] 2) National Survey of Student Engagement (NSSE) --percentage of first-year and senior students indicating they spend at least one hour in a typical week doing community service or volunteer work[2] 3) National Survey of Student Engagement (NSSE) --percentage of first-year and senior students reporting that some, most or all of their courses at CCSU "have included a community-based project (service learning)"[3] ; 4) CCSU-CE Summary on Service learning – faculty, students and hours; 5) CCSU-CE Summary on Co-curricular Engagement – faculty, students and hours.

Baseline: 1) NSSE (2013) first-year: CCSU 48% seniors: CCSU 52% 2) NSSE (2013) first-year: CCSU 34% seniors: CCSU 37% 3) NSSE (2013) first-year: CCSU 37% seniors: CCSU 57%; 4) Service Learning – 27 faculty, 782 Students, 17,396 hours (2013-14); 5) Co-curricular – 15 faculty, 290 students (2013-14), 68,354 hours (2014-15).

Goal: 1)exceed the percentages for same Carnegie class public institutions in the given year 2) exceed the percentages for same Carnegie class public institutions in the given year 3) exceed the percentages for same Carnegie class public institutions in the given year; 4) Service Learning – 25% increase; 5) Co-curricular – 25% increase.

Progress: 1) NSSE (2015) first-year: CCSU (57%); Carnegie (54%) seniors: CCSU (50%); Carnegie (57%) 2) NSSE (2015) first-year: CCSU (42%); Carnegie (41%) seniors: CCSU (43%); Carnegie (49%) 3) NSSE (2015) first-year: CCSU (47%); Carnegie (54%) seniors: CCSU (49%); Carnegie (63%); 4) CCSU-CE Summary, Service Learning – 42 faculty, 1417 Students, 15,542 hours (2015-16); 5) CCSU-CE Summary, Co-curricular – 29 faculty, 1732 students, 75,536 hours (2015-16).

Enabling Activities:

- Increase SALD training from the LGBT Center staff.
- SALD improved communication with clubs using Collegiate Link Software and Social Media.
- Collaborate with other units (Student Activities, Academic Advising) to create community learning environments where purposeful programming and community standards assist and encourage students.
- Expand outreach to New Britain and Hartford
- Expand partnership with New Britain on Sustainable Cities initiative
- Identify high impact campus-community partnerships and initiatives for collaboration

- Implement recommendations of the Community Engagement Advisory Committee to recognize and value Engaged Scholarship in promotion, tenure, and evaluation processes.
- Increase recruitment for students to minor in community engagement.
- Increase service learning and community service opportunities for students, faculty and staff
- Institute assessment of community engagement activities
- Map geographic areas and social issues being addressed through CCSU community engagement partnerships and collaborations
- Offer faculty development in community engagement activities.
- Publicize community engagement projects.
- Update community engagement webpage to incorporate service learning resources and opportunities for faculty, students, staff.
- Pursue opportunities to rent space in New Britain to expand community engagement activities

[1] NSSE question changed in 2013 from "(your experience at CCSU) contributed to your knowledge, skills, and personal development in contributing to the *welfare of your community*" to "… *being an informed and active citizen*"

[2] NSSE question changed 2013 from "percentage of first-year and senior students indicating that before graduating they have done or plan to do community service or volunteer work" to "How many hours do you spend in a typical week … doing community service or volunteer work?

[3] NSSE question changed 2013 from NSSE question changed 2013 from students indicating that they have "participated in a community-based project (e.g. service learning) as part of a regular course" to students reporting that some, most or all of their courses at CCSU "have included a community-based project (service learning)

Students as Professionals & Citizens

Objective 3.3 [1] Identify and respond to state workforce and professional development needs through credit and non-credit course offerings and programs.

Reference to Previous Strategic Plans: ASP 04. 6.1, 6.2, 6.3 FSP 99. 1.6, 1.9, 2.5, 3.2, 5.5

ExCom Member: VPIA & Provost

Assessment Tool: Continuing Education and Institute of Technology and Business Development Annual Reports DHE Approved curricula

Baseline: Former versions of Continuing Education dissolved; new version conceived (2012); 0 Engineering programs 1 Nursing program -degree completion (2004-05)

Goal: AA: 3 Engineering programs; 2 Nursing programs, including a BSN

CE/ITBD: 1,500 students in both open enrollment and customized programs;
150 open enrollment and customized programs offered

Progress:

AA: 11 Engineering programs; 2 Nursing programs, including a BSN – 4 programs were offered via hybrid or distance education (2015-16)

CE/ITBD: 2,548 students enrolled (1,570 ITBD + 978 CE); 215 (139 ITBD+76 CE, 2015-16) programs offered

Enabling Activities:

- Develop MBA tracks in Insurance and in Human Resources
- Offer M.S. in Accounting to prepare students to sit for CPA exam
- Offer Doctorate of Nurse Anesthesia Practice
- Offer higher education track in Ed.D.
- Offer official certificate program in Gerontology
- Develop working relationships with University faculty members to ensure the quantity and the quality of need-based Continuing Education and ITBD offerings.
- Expand existing on-ground educational opportunities and market-specific online programs (non-credit).
- Focus on growing CE and ITBD training programs by expanding into industries and organizations outside of manufacturing (i.e., new opportunities/new distribution vehicles).
- Monitor workforce needs and shortages in CT and respond accordingly with the appropriate distributed educational offerings.
- Recruit and support students in all Continuing Education and ITBD programs.
- Explore new professional degree options in School of Engineering, Science, and Technology

[1] This objective 3.2 combines objective 3.2 and 3.3 in the original 2008 plan at the recommendation of the University Planning and Budget Committee and the Faculty Senate. The President indicated approval of this change in July 2010. All indicators from the previous objectives have been integrated into this new objective. Subsequent objectives for Goal 3 have been re-numbered accordingly.

Students as Professionals & Citizens

Objective 3.4. Increase opportunity for on-campus work for students.

Reference to Previous Strategic Plans: FPP 01. 4.1, 4.2 FSP 99. 4.5

ExCom Member: All

Assessment Tool: Student-Employee Roster CCSU and Bookstore

Baseline: Average 887 (2005-06)

Goal: 1000

Progress: Average 782 (2015-16)

Enabling Activities:

- Continue to provide opportunities for work study students in Student Wellness Services, health and wellness.
- In the Student Center, 25% of new student employees hired were freshmen and sophomore students.
- Student Center continues to use a hiring process that includes open sessions with all applicants.
- Student Center student employees who go abroad to study are guaranteed a job when they return from Int'l experience.
- Utilized the Work Study Program to provide employment for student veterans who, in turn, have provided peer-level support and additional assistance to our center.
- Consultations with offices across campus to assist with diversification and recruitment of student employees
- Publicize advantages of working on campus
- Encourage students to work on campus (e.g., incoming first-year students)
- Increase funding available for on-campus student employment

Students as Professionals & Citizens

Objective 3.6 - Removed

Students as Professionals & Citizens

Objective 3.6. Increase the acquisition, support, and upkeep for instrumentation, software, and technology needed for the professional development of students.

Reference to Previous Strategic Plans:

ExCom Member: Provost, CIO, CFO & VPSA

Assessment Tool: National Survey of Student Engagement – Learning with Technology (Percent responding Quite a Bit or Very Much, CCSU seniors versus all institutions participating in this module) Q1a. During the current year, how much has your use of technology contributed your understanding of course materials and ideas? Q5b. Does your institution provide you with technology to help you learn, study or complete coursework? Q5c. How much does your institution emphasize that you use available technologies to learn, study, or complete coursework? Q5d. Does your institution provide support services to assist you with the use of technology?

Baseline: Percent responding Quite a Bit or Very Much: Q1a - 79%, Q5b – 52%, Q5c – 47%, Q5d – 46% (2015-16)

Goal: Meets or exceeds most recent national results: Q1a - 85%, Q5b – 60%, Q5c – 55%, Q5d – 52% (2015-16)

Progress: Q1a - 85%, Q5b – 60%, Q5c – 55%, Q5d – 52% (2015-16)

Enabling Activities:

- Student Center maintains current technology for students to use while performing job tasks combining what they learn in the classroom including website development, digital signage, Audio, Lighting and Presentation technology.
- Maintain state bond funding for technology.
- Create an Academic IT plan to identify the direction to be followed for acquiring and implementing the most beneficial technologies to support the academic mission of the university.
- Encourage academic departments to develop a list of IT skills that are expected in their given discipline, and to stipulate how a student may expect to acquire those skills during his/her years at the university.

Students as Professionals & Citizens

Objective 3.7. Ensure students have appropriate proficiencies for IT-based tasks.

Reference to Previous Strategic Plans:

ExCom Member: Provost

Assessment Tool: National Survey of Student Engagement – Learning with Technology (Percent responding Quite a Bit or Very Much, CCSU seniors versus all institutions participating in this module) Q2. During the current year, how much have your courses improved your understanding and use of technology? Q5a. How much does your institution emphasize teaching with new, cutting edge technology? Q5d. Does your institution provide support services to assist you with the use of technology?

Baseline: Percent responding Quite a Bit or Very Much: Q2 - 51%, Q5a – 41%, Q5d – 46% (2015-16)

Goal: Meets or exceeds most recent national results: Q2 - 52%, Q5a – 50%, Q5d – 52% (2015-16)

Progress: Q2 - 51%, Q5a – 41%, Q5d – 46% (2015-16)

Enabling Activities:

- Identify "Information Literacy" as a goal of General Education and promote its integration and assessment across the curriculum.
- Information literacy artifacts will be collected in 2016-17; assessments will be done using the Information Literacy VALUE rubric.

Faculty & Staff Satisfaction & Success

Objective 4.1. Temporarily removed

Objective 4.2. Improve faculty and staff satisfaction.

Reference to Previous Strategic Plans: ASP 04. 10.2 FPP 01. 6.1

ExCom Member: CHRO, CDO & VPSA

Assessment Tool: Noel-Levitz College Employee Satisfaction Survey

Baseline: 59% of faculty and staff who are satisfied or very satisfied with their employment at CCSU. (2007-08)

Goal: 100%

Progress: 75% (2014-15; CESS given every other year)

Enabling Activities:

- Hosted Civil Rights Investigator training for approx. 90 administrators and faculty from regional and in-state public and private institutions.
- Hosted training, provided by CONNSACS, concerning sexual assault and other forms of interpersonal violence to approx. 100 administrators and faculty from community colleges and 4-year institutions within CSCU.
- The University held 62diversity events on the full spectrum of human diversity issues; 37 were co-sponsored by ODE and the Women's Center; topics included communication, diversity, civil rights and women's issues.
- Increase the awareness and prevention of sexual violence – approximately 1,523 students received direct training through the Red Flag Campaign and 1,700 students received direct training through the Stand Up CCSU campaign.   Additionally, a student peer education group was successfully developed and helped guide prevention efforts. Additionally it is estimated that over 7500 students and employees received information via newspaper articles, door hang tags, etc.
- Events to celebrate the diversity of CCSU. Over 76 events were diversity events held including 13 state-mandated diversity sessions reaching 413 employees including student workers.
- Flextime Agreement for SUOAF employees.
- Increase supervisory training.
- Increase training opportunities for all staff.
- Maintain current level of Employee Assistance Benefits.
- Merit Award Recognition Ceremony for SUOAF members.
- Offer personal & professional development workshops throughout the year.
- Performance Excellence Award for staff.
- Scholarships for classified employees and their dependent children.
- Service Awards and Retiree Recognition Ceremonies.

Faculty & Staff Satisfaction & Success

Objective 4.3. Increase internal resources to support faculty scholarship and creative activity.

Reference to Previous Strategic Plans: ASP 04. 5.1, 7.2 FPP 01. 1.1, 3.3

ExCom Member: Provost

Assessment Tool: Faculty travel and other support resulting from the creation of the Deans' Scholarly Excellence Funds and the Center for Teaching and Faculty Development.

Baseline: $ 905,648 (June 30, 2005)

Goal: $2,000,000

Progress: $1,653,987 (2015-16, preliminary)

Enabling Activities:

- Continue to fund Innovation Fund.
- Institute small grants programs to encourage scholarship that supports strategic initiatives (e.g., community engagement, instructional technology, etc.).
- Pursue opportunities to support faculty scholarship and creative activity through development.

Faculty & Staff Satisfaction & Success

Objective 4.4. Increase external funding received through grants and contracts.

Reference to Previous Strategic Plans: ASP 04. 5.1 FPP 01. 1.1, 3.3

ExCom Member: Provost

Assessment Tool: Actual Grant and Contract expenditures per the financial statements.

Baseline: $2,343,090. (Year Ended June 30, 2005)

Goal: $5,000,000

Progress: $2.3M (2015-16 preliminary)

Enabling Activities:

- Publicize opportunities for external funding.
- Publicize services of Grants and Funded Research Office.
- Pursue school-based fundraising to support faculty research and scholarship.
- Showcase faculty scholarship and creative activity.

Faculty & Staff Satisfaction & Success

Objective 4.5. Provide faculty and staff with the technology, support, and professional development necessary to work efficiently.

Reference to Previous Strategic Plans:

ExCom Member: All

Assessment Tool: Noel Levitz College Employee Satisfaction Survey (CESS); Item 41 "The institution does a good job evaluating its physical and technological resources and implements these items into the institution's master plan," and Item 42 "The institution has adopted policies regarding computing reliability, integrity, and security of data." Hardware and software purchases from operating and bond funds.

Baseline: Survey Results Item 41: Completely Agree + Somewhat Agree = 52% Item 42: Completely Agree + Somewhat Agree = 74% (2010-11); $310,434. (Year ended June 30, 2005)

Goal: Strongly Agree + Agree = 70% **Progress:** Item 41: Completely Agree + Somewhat Agree = 51% Items 42: Completely Agree+ Somewhat Agree = 72% (2014-2015); $1,362,028 (FY 2015, preliminary)

Enabling Activities:

- Adirondack software is being utilized in ResLife to provide up to date and easily accessible information on housing, including occupancy rates, room assignments, and roommate selection.
- Maintain/expand ongoing training/instruction opportunities including the 'Expert in Residence' series and 'Tech Talk' series of presentation.
- Sponsor professional development activities on instructional technologies.
- Provide IT self-service help options
- Ensure an IT service catalog is in place, published, and used to communicate services
- Decisions about which services IT offers are informed and influenced by constituent needs
- Staff, faculty and third parties interacting with institutional systems receive information security awareness training
- Maintain incident-handling procedures in place to report and respond to security events throughout the incident life cycle
- Monitor procedures and technologies in place to protect sensitive data from unauthorized access and tampering
- Twice a year IT reviews users' access to ensure only needed privileges are applied

Global Awareness & Diversity
Objective 5.1. Increase the diversity of students, faculty and staff.

Reference to Previous Strategic Plans: ASP 04. 1.3, 10.3 FPP 01. 5.1, 5.2 FSP 99. 4.10

ExCom Member: All, Chief Diversity Officer

Assessment Tool: Human Resources employment records and student records.

Baseline: Percent of FT faculty from minority race/ethnicity groups: 17.8% (Fall 2007)
Percent of FT staff from minority race/ethnicity groups: 20.4% (Fall 2007)
Percent of students from minority race/ethnicity groups: 17.4% (Fall 2007)

Goal: Continuous Progress

Progress: Percent of FT faculty from minority race/ethnicity groups[1,2]: 25.8% (Fall 2015)
Percent of FT staff from minority race/ethnicity groups[1,2]: 25.9% (Fall 2015)
Percent of students from minority race/ethnicity groups[1,2]: 31.1% (Fall 2015)

Enabling Activities:

- Encourage Minority Recruitment & Retention Committee (MRRC) and Minority Recruitment and Mentoring Committee (MRMC) to plan and execute aggressive sustainable recruitment efforts with use of committee resources..
- Foster a campus climate of tolerance and diversity that will be welcoming of all people regardless of race, ethnicity, religion, national origin, gender, sexual orientation or disability status. Over 413 employees participated in diversity training and 340 completed the sexual harassment training.
- Maintain dedicated HR website pages for prospective applicants with the theme "Great Things Happen Here," highlighting diversity and cultural benefits on campus and in local area.
- Of the seventy hires reported in the 2014 Affirmative Action Plan, 49 met affirmative goals or were people of color and/or women.
- Require search committees to utilize the procedures outlined in the Hiring and Search Manual in order to standardize advertising, improve the diversity of the candidate pools, and follow best practices for recruitment and retention. Ongoing goal.
- Reviewed and updated minimum qualifications for administrative positions to insure that artificial barriers do not exist. Of the four administrative hires, two were diverse candidates.
- Actively recruit diverse students from underrepresented groups for Resident Assistant positions.
- Overall RA staff are currently culturally and ethnically diverse, 2015-16 (37%) of RA student staffs, 2014-15 (31%), 2013 -14 (20%) A 6% increase with RA individuals of color from 2014-15 to 2015-16 year.
- Members of the Minority Recruitment and Mentoring Committee (MRMC).
- Provided the Veteran Drop-In Center for veterans to study, network and utilize computers.

- Staff members of the Division of Student Affairs are mentors of COLADA and LASO (minority student organizations).
- Continue to increase the diversity, both culturally and ethnically, of students employed in the Student Center. Percent of Student Center. Percent of Student Center student employees who were diverse: 26% in 2012-2013, 35% in 2013-2014, 30% in 2014 -2015 and 42% in 2015-2016 .
- Continue efforts of MOSAIC Center to enhance students' awareness and understanding of diversity and cultural pluralism.
- Educated students toward appreciation for diversity and "multicultural competence" using an online program and several cultural events targeting students. Over 200 student employees participated in diversity and/or sexual harassment training.
- Foster a campus climate of tolerance and diversity that will be welcoming of all people regardless of race, ethnicity, religion, national origin, gender, sexual orientation or disability status Total; trained: 4990.Approximately 235 employees completed a Title IX (in-person) training; 503 completed a 45 minute refresher training and over 4008 students and employees completed online training on Title IX, sexual harassment, FERPA and HIPAA: 244 employees completed a three hour diversity training.   Diversity – 863 (90%) of our current full time employees have completed the Diversity Training.
- Increased position advertising in targeted publications. Advertised in 255 (increase of 30%) recruitment sources including at least 26 sources specifically targeting communities of color.
- Investigated and mitigated concerns of discrimination filed against the University.
- ODE met with over 61 search committees and provided information related to EEO/AA, reviewed job postings and recruitment sources to limit artificial barriers; 98% of committees had at least one minority representative and 100% had at least one female representative..
- Of the 54 full-time hires that occurred in the AY16, 10 (19%) are people of color/minority and 28(50%) women.
- Reviewed and updated minimum and preferred qualifications for administrative and other professional positions to insure that artificial barriers are eliminated.
- Updated and distributed over 10,000 booklets on the University's non-discrimination and sexual harassment policies and over 10,000 Title IX materials (How to Help booklets , pamphlets etc.) were revised and distributed at a variety of venues including orientation, athletic, classrooms, academic department meetings and cultural events.
- Expanded mentoring of minority new hires through the Minority Recruitment and Retention Committee (MRRC – Faculty) and the Minority Recruitment and Mentoring Committee (MRMC – Administrators).
- Increased the ratio of minority faculty and staff on search committees. All unclassified search committees had at least one person of color as a member of the search committees.
- The Offices of Diversity and Equity and Human Resources trained all search committees on search procedures, including equal opportunity principles and affirmative action goals.
- Establish steering committee to develop recommendations for establishing a Student Success center to support a more diverse student body
- Implement recommendations of the Minority Student Success Task Force

- Offer workshops on faculty mentoring
- Engage campus community in developing a diversity agenda

[1] Federal Race/Ethnicity definitions changed in Fall 2010 and these numbers may not be comparable to previous years.

[2] Non-Resident Alien students, faculty and staff are included in the minority counts.

Global Awareness & Diversity

Objective 5.2. Increase the number of courses that integrate an international component.

Reference to Previous Strategic Plans: ASP 04. 7.1, 7.2

ExCom Member: Provost & CDO

Assessment Tool: The percentage of undergraduate and graduate students who took at least one course with an international component in the most recent year.

Baseline: 6,105 (2005-06)

Goal: 7000

Progress: 6,040 (2015-16)

Enabling Activities:

- Implement recommendations of the Faculty Senate's International Education Committee.
- Promote faculty development in internationalization.
- Recruit new faculty and academic departments to the Course Abroad Program.

Global Awareness & Diversity

Objective 5.3. Increase faculty and student participation in international teaching and research experiences.

Reference to Previous Strategic Plans: ASP 04. 5.1, 7.1, 7.2 FSP 99. 4.5

ExCom Member: Provost & CDO

Assessment Tool: CIE Report

Baseline:

Total number of faculty participating in international teaching and research: 173;
Total number of students participating in international programs: 220

Goal:

Total number of faculty participating in international teaching and research: 300;

Total number of students participating in international programs: 1,000

Progress:

Total number of faculty participating in international teaching and research: 146 (2015-16);

Total number of students participating in international programs: 404 (2015-16)

Enabling Activities:

- CDO continues to share diversity related information and perspectives with the Provost.
- Build and maintain a database of course equivalencies between CCSU and its overseas partners.
- Develop list of "approved external study abroad programs" to augment current overseas partners and affiliates.
- Expand financial support for student & faculty travel.
- Expand housing for international students.
- Expand systemic role for CIE under new leadership.
- Implement recommendations of the Faculty Senate's International Education Committee.
- Increase global service learning opportunities
- Increase number of CIE classroom visits to promote all types of Study Abroad.
- Negotiate new bilateral exchange agreements to expand affordable study abroad opportunities.
- Promote increased faculty exchanges
- Pursue opportunities to provide professional development for international clients
- Recruit additional faculty to lead short-term course abroad programs.

- Request one-time funds to produce enhanced Study Abroad catalog.
- Review possibility of expanding for-credit instructional programs in China and Jamaica.
- Revise/enhance the Study Abroad website to make it more attractive and functional.
- Secure external funding to provide scholarship and financial support to Course Abroad and Passport to Global Citizenship Programs.
- Strengthen partnership with the FYE program to educate first-year students about the importance of studying abroad.

Global Awareness & Diversity

Objective 5.4. Provide training for faculty and staff to aid in understanding cultural, social, personality and learning differences.

Reference to Previous Strategic Plans: ASP 04. 7.1, 10.3

ExCom Member: CHRO & CDO

Assessment Tool: number of additional/new training and professional development activities provided. Increase in number of faculty and staff participating in training and professional development activities (in-house and out)

Baseline: 458 faculty and staff (29%) attended training (2006-07)

Goal: Participation by 50% of faculty and staff each year

Progress: 1,304 faculty and staff (81%) attended training (2015-16)

Enabling Activities:

- Continue offering workshops emphasizing diversity conducted for all employees.
- Increase the frequency of diversity training offered to staff and students.
- Mandatory diversity training should be completed by all new staff; 36 employees attended 2 sessions; increase number of diversity sessions from 3 to 13
- New staff and administrators receive safe zone stickers and DVDs at New Employee Orientation.
- Continue to develop online Title IX, and other training modules for easy access by all faculty and staff. Last academic year developed new curriculum for the Title IX refresher course. An on-line training for Title IX Refresher courses will be available to faculty and staff in early fall 2016. An on-line training regarding the Clery Act is in development.
- Funded 6 diversity grants
- Identify and train appropriate staff and faculty to develop and deliver diversity and Title IX training.
- Implemented new sexual misconduct policy and protocol. A new StandUPccsu campaign was implemented, with funding from The Avon Foundation. Student community organizers, faculty and staff from The Office of Victim Advocacy worked together to create a training, a poster campaign, a variety of events and an evaluation process.
- Annually update and disseminate procedures for requesting accommodations under the ADA to all faculty and staff.
- Continue to offer numerous workshops on diversity held throughout the year.
- Administered Student Climate Survey related to Title IX issues. Developing climate survey for employees.

Financial Support

Objective 6.1. Increase the number of full-time faculty.

Reference to Previous Strategic Plans: FPP 01. 3.1, 3.3

ExCom Member: Provost, CFO & VPSA

Assessment Tool: Change in number of full and part-time positions in official University position count.

Baseline: Full time 409 (Fall 2004)

Goal: Continuous progress

Progress: Full time 450 (Fall 2015)

Enabling Activities:

- Continue to add institutional resources when available and to lobby for additional state funding for new positions.
- Propose new programs to address state workforce needs and add new positions to meet needs of increasing enrollments

Financial Support
Objective 6.2. Reduce the ratio of credit hours taught by part-time relative to full-time faculty.

Reference to Previous Strategic Plans: FPP 01. 3.1

ExCom Member: Provost & CFO

Assessment Tool: Official Fall Enrollment Report

Baseline: 67.0% taught by full-time faculty (2005-06)

Goal: 75%

Progress: 69.9% (2015-16)

Enabling Activities:

- Promote and reward efforts in departments to reduce sections taught by part-time faculty.
- Review and, if possible, reduce assignments of discretionary reassigned time to reduce reliance on part-time faculty to teach

Financial Support

Objective 6.3. Increase the number and amount of annual gifts.

Reference to Previous Strategic Plans: ASP 04. 9.1, 9.2, 9.3 FPP 01. 5.1

ExCom Member: VPIA

Assessment Tool: Audit report

Baseline: 4,257 Total Donors; $1,373,155 Total Giving (FY 2005)

Goal: 5,000 Total Donors $2,000,000 Total Giving

Progress: 4,500 Total Donors $5.2M Total Giving (FY 2016)

Enabling Activities:

- Continue to advance relationships with Alumni Association Board of Directors and CCSU Foundation, Inc. Board of Directors and engage members in value-added activities for the University.
- Continue to evaluate the effectiveness of solicitation strategies, including the implementation of Network-for-Good.
- Develop and implement a comprehensive annual appeal campaign, making use of multiple communication vehicles.
- Develop targeted programs and services to engage alumni in University activities with emphasis on young alumni, present students, and geographically disbursed alumni.
- Expand collaborative efforts with the campus community to establish new events and improve existing opportunities for alumni–student engagement.
- Focus the efforts and the resources of IA on increasing the total dollars and the total donors to the University (consistent with University priorities).
- Continue progress of Advancement Services in such critical areas as (a) prospect research, (b) event follow-up, (c) stewardship, and (d) gift processing.

Financial Support

Objective 6.4. Increase the value of the endowment.

Reference to Previous Strategic Plans: ASP 04. 9.2, 9.3 FPP 01. 5.2

ExCom Member: VPIA

Assessment Tool: Audit report

Baseline: $18,415,314 (FY 2005)

Goal: $80 M

Progress: $66 M (FY2016, preliminary)

Enabling Activities:

- Improve the prospecting process as well as the "working of" major donor pipelines.
- Assign prospects to President on a case-by-case basis.
- Continue to improve approach to planned giving.
- Develop a specific caseload of major gift prospects for the Institutional Advancement staff.
- Develop stewardship activities for and communication processes with major donors, in particular endowed fund owners.
- Focus on University fundraising priorities with emphasis on endowment growth and increased scholarship support.
- Identify, cultivate, solicit, and steward restricted and unrestricted major gifts from various individuals, corporations, and foundations.

Environmentally Sound Facilities

Objective 7.1. Increase the square footage of academic space for classrooms, laboratories, faculty offices, library and research, and student support.

Reference to Previous Strategic Plans: ASP 04. 5.1 FSP 99. 1.1, 3.5

ExCom Member: CAO

Assessment Tool: Space Inventory

Baseline: 913,160 GSF (2007-2008)

Goal: 1,160,225 GSF

Progress: 1,001,349 GSF (2015-16)

Enabling Activities:

- Reallocation of CSUS2020 funds from existing projects to other projects: Barnard Hall Renovation/Addition, Kaiser Hall Renovation/Kaiser Annex, Burritt Library Addition/HVAC Project, New Engineering Building, Copernicus Hall Renovation/Infrastructure Improvements. These projects are currently in design.
- Improvements in facilities including Classrooms of the 21st Century.

Environmentally Sound Facilities

Objective 7.2. Increase the square footage of space for student support services.

Reference to Previous Strategic Plans:

ExCom Member: CAO & VPSA

Assessment Tool: Space Inventory

Baseline: 1,786,706 GSF (2007-2008)

Goal: 1,816,786 GSF

Progress: 2,044,716 GSF (2015-16)

Enabling Activities:

- Renovate/expand Willard and DiLoreto Halls totaling 30,080 (GSF) of increased space for student support services.
- Student Center maintains the "Tranquility Center" for student meditation and prayer.
- Make improvements to Memorial Hall including dining facilities.
- Construction of high performance buildings including: MCRH, Hilltop Café.

Environmentally Sound Facilities

Objective 7.3. Increase the number of students accommodated in residence halls and square footage of residence hall space.

Reference to Previous Strategic Plans: FSP 99. 1.3

ExCom Member: VPSA, CFO & CAO

Assessment Tool: Banner/Adirondack

Baseline: 2144 beds (2007-2008)

Goal: 3,144 beds (January 2014)

Progress: 2,498 (2015-16)

Enabling Activities:

- Offer on-line guaranteed rolling housing admission to students as they confirm to the University
- Do personal one to one outreach to help prospective students through the enrollment process
- Boost marketing and collaborations with campus partners, including offering enhanced campus showrooms
- Implement planning with Facilities and Residence Life Departments for continuous improvement of resident hall facilities and amenities

Environmentally Sound Facilities

Objective 7.4. Create campus transportation and parking system which interfaces with public transportation.

Reference to Previous Strategic Plans:

ExCom Member: CAO

Assessment Tool: Construction of project.

Baseline: CCSU is using an established bus line that stops on campus, Westfarms Mall, and Hartford.

Goal: To incorporate the proposed New Britain-Hartford bus way in current bus service.

Adoption of Upass system with CT Transit, allowing students more flexible travel to campus and around region

Discount bus passes made available to faculty and staff

Progress: CTfastrak opened in the spring of 2015 with campus stops near Fenn Rd. and Early Learning Center. Fenn Rd. sidewalks connect the campus to busway (2014-15).

Enabling Activities:

- Created a campus bus system to connect main campus with the New Britain to Hartford dedicated bus way.   Partnered with the Department of Transportation for busway use at CCSU.
- Expand present system to include additional points in the state
- Continue to evaluate parking across campus
- Continue to partner with CT Transit for bus ridership program   Continued use of UPASS System with CT Transit.

Environmentally Sound Facilities

Objective 7.5. Improve both outdoor and indoor space for co-curricular activities.

Reference to Previous Strategic Plans: FSP 99. 1.2

ExCom Member: CAO, VPSA

Assessment Tool: Sq. Ft. and renovation list

Baseline: Current facilities

Goal: Increase outdoor recreational space and include artificial turf and track and expand indoor space.

Progress: Opening of Dance Education Center (2015-16)

Enabling Activities:

- Enhance game room tournament activities.
- Implement recreation programs in new residence hall.
- Improve game room by adding enhanced gaming systems for student interaction, relaxation, recreation and fun outside the classroom.
- Continue facility improvements in residence halls.

Environmentally Sound Facilities

Objective 7.6. Develop and implement a plan resulting in energy use reduction, recycling and green space preservation.

Reference to Previous Strategic Plans: FSP 99. 1.2

ExCom Member: CAO

Assessment Tool: Campus benchmarks for recycling, energy savings, and water. Consumption is measured by: Recycling: Energy: Tipping receipts Electrical-Square D Power Logic Oil-Gallon metering Green space Gas-cubic feet metering Present land inventory Water-New Britain water metering

Baseline: Recycling Program (2008): 28% of the CCSU trash stream is recycled; 95% of campus buildings had white paper recycle bins; Energy (fuel) Savings Program – CCSU Electrical Consumption Report (2008): Electrical – 29,126,083 kw used, Oil – 25,000 gallons, Gas – 171,531 MCF, Water Reduction Program – CCSU Water Consumption Report (2008) – 53,152,200, Green Space 15 Acres.

Goal: Increase recycled trash stream to 75%. Maintain our current electrical 28,000,000 KW usage, our 23,000 gallon oil usage and 160,000 Gas MCF. Gallon water consumption; (52,000,000). An additional 9 acres of Green Space for a total of 24 acres.

Progress: Recycling Program 45% (2015-16) of the CCSU trash stream is recycled; 100% of campus buildings with single steam recycling bins; Energy (fuel) Savings Program – CCSU Electrical Consumption Report: Electrical –16,427,320 kwh (2015-16, preliminary), Oil – 8,003 gal (2015-16), Gas –3,409,734 cf (2015-16), Water Reduction Program – CCSU Water Consumption Report –47,240,108 gal (2015-16), Green Space 18.2 Acres (2015-16)

Enabling Activities:

- Work with Board of Regents on Energy Master Plan
- Continue to involve resident students in sustainability initiatives.
- Increase electric vehicle charging stations
- Continue to increase student involvement in sustainability initiatives. Continue to participate in activities including Game Day Challenge, Princeton Review
- Participate in RecycleMania competition.
- Continue project using chemical free/green cleaning system in campus buildings.

Environmentally Sound Facilities

Objective 7.7. Continually develop and upgrade IT Infrastructure to support Academic & Administrative missions.

Reference to Previous Strategic Plans: None

ExCom Member: CIO, CAO & Provost

Assessment Tool: Replace network infrastructure within one calendar year beyond the fifth anniversary of purchase.

Baseline: 20% (2013-14)

Goal: Replace 18%-20% of our network infrastructure every year

Progress: 20% + due to BOR funded network VOIP project (2015-16).

Enabling Activities:

- Continue to develop plans for IT infrastructure renovations in new facilities. Starting Fall 2016 DiLoreto, Willard, Kaiser Halls, and 21 Century Classrooms.
- Continue to work on providing outdoor wireless access on campus
- CCSU has built an off-site disaster recovery environment at ECSU. The next step is to replicate Active Directory, Banner and CCSU web presence data to servers at ECSU for business continuity testing.
- Complete construction and begin operation of new primary Data Center in the EOC. Construction completed, IT is in the process of moving operations to EOC. Completed: 80% of the operations has been moved to the EOC and 20% remain in the Data Center.
- Continue to develop network infrastructure in support of campus wide security initiative. Currently implementing next generation firewall. Firewalls have been installed in our Data Center. A feature of our new Palo Alto firewalls has been enabled that prevents sophisticated vulnerability exploits and unknown malware-driven attacks on campus.
- Develop and implement plan to increase fiber optic infrastructure throughout campus. RFP is done. The infrastructure is built and redundancy configured for next fiscal year.
- Implement VoIP-Convergence Project throughout CCSU as part of ConnSCU Initiative. Planning to begin Fall 2015. Implementation of replacing the phone system on campus is currently underway with a completion date of Fall 2016.

Information Services and Infrastructure

Goal 8. Enhance and maintain effective operations in information services and infrastructure in support of teaching and student learning.

Objective 8.1. Maintain a life-cycle funding model to ensure adequate technology refresh to allow the University to meet its academic and administrative technology needs.

Reference to Previous Strategic Plans: None

ExCom Member: CIO, CFO

Assessment Tool: Percentage of computers refreshed within one calendar year beyond the fourth anniversary of purchase.

Baseline: 90% (2005-06)

Goal: 100%

Progress: Goal partially met - 86%.   For office computers, goal was exceeded. 568 computers were replaced in FY16, the majority of them were with new computers. As 4 year old computers used by full-time staff are replaced, the 4 year computers then replace older computers used by part-time staff and auxiliary purposes. For computers in classrooms and labs 310 or 18% of all classroom and lab computers were upgraded in FY16. The decrease is due to purchasing of additional computers for new and existing computerized classrooms, computer furniture in classrooms and an increase in requests for mobile devices (Chromebooks and iPads) in classrooms.

Enabling Activities:

- Maintain/increase CIO/IT budget allocations.
- A database has been created to monitor the progress and planning of classroom updates.
- In FY15 a formal Desktop Engineering team was formed to manage computer software installations and updates.
- Maintain adequate state bond funding and technology fees to purchase computers (see above).
- Maintain sufficient staffing to configure and install computers.
- Monitor the effectiveness of the 4 year refresh cycle (originally 3 years).
- Reports were created to facilitate faculty/staff replacements

Information Services and Infrastructure

Objective 8.2. Maintain a life-cycle funding model to ensure adequate technology infrastructure refresh to allow the University to meet its academic and administrative technology needs.

Reference to Previous Strategic Plans: None

ExCom Member: CIO, CFO, CAO

Assessment Tool: Percentage of network and classroom infrastructure refreshed within one calendar year beyond the 6th anniversary of purchase.

Baseline: 90% (2010-11)

Goal: 100%

Progress: There are many components in a technology enhanced classroom:

- Projectors: Goal 100% met - all classrooms managed by IT have projectors less than 6 years old. Now that nearly all projectors have been converted to lamp-less models, the refresh cycle (for projectors only) can be expanded to 9 years.
- Switching Equipment: Goal partially met: equipment in Willard and Diloreto halls were not upgraded as those two buildings were going offline after the 2016 Spring semester. 20 switchers were purchased in FY15 and due to an industry-wide shortage, they arrived in August and were installed in Vance Academic Center during the 2015 Fall semester. With the exception of the new Social Sciences hall and Vance Academic Center, nearly all switchers in teaching stations are 6-14 years old. This will be alleviated with the Classroom of the Future initiative as 11 classrooms will be upgraded with the latest technology during the summer of 2016.
- Three classrooms received significant technology enhancements:
  - EB413 – Video Conferencing room, this room was piloted to alleviate courses with low enrollments to be taught both at Central and Southern Connecticut State University. The room is equipped with video conferencing hardware and software and three displays.
  - RVAC009 – the pilot room for the Classroom of the Future. This rooms is equipped with a new teaching station, 3 displays one of which is interactive and flexible furniture.
  - NC231 – this room received a major overhaul with technology including the piloting of a wall that can be used to project a screen and a whiteboard. The room was also equipped with 2 additional displays.

Enabling Activities:

- Maintain adequate state bond funding for technology (see above).
- Maintain/increase CIO/IT budget allocations for complementary non-capital equipment that is essential for operation of infrastructure.
- A database has been created to monitor the progress and planning of classroom presentation equipment.
- Maintain sufficient staffing levels for classroom support.

- Monitor the effectiveness of a 6 year refresh cycle, which may become component specific. Other components not listed above include sound, wiring, smartboards, printers, podiums and document cameras.
- Need to secure annual funding to support classroom equipment updates. $200,000 was requested and approved for FY15, but no specific funds were requested or approved for FY16. $150,000 was approved at the end of FY16 and although the equipment has arrived, it has not been installed yet and will be included in next year's report.

Information Services and Infrastructure

Objective 8.3. Enhance security and mitigate risks in all operational activities.

Reference to Previous Strategic Plans: None

ExCom Member: All

Assessment Tool: We track incidents as part of our ongoing procedures. BOR CIO & Information Security Risk Assessment is on hold until BOR develops a formal security program.

Baseline: Risk assessment templates completed for Board of Regents in summer 2012.

Goal: 100% Compliance

Progress: Objective met. All employees identified as having access to DCL3 classified data were required to take an online security awareness training program per the BOR's Security Awareness Training Standard (IT-STND-002). All data breach incidents including viruses are tracked in Heat Service Management.

Enabling Activities:

- Provide training for staff to enable them to identify and secure Personal Identifiable Information (Class DCL3 Restricted) and develop appropriate safeguards for all sensitive data (Class DCL2 Private). Implement Security Awareness Training (SANS) at CCSU.
- Maintain roles for newly created Data Stewards and Data Custodians Review, continue to disseminate "Records Retention" policy and monitor compliance.
- Implement BOR Information Technology Standard 001- Data Management for managing CSUS data. BOR Standard 001 was implemented in Fall 2015. IT will continue to meet our regulatory requirements for annual training for users with access to DCL3 (confidential) data.
- Student Behavioral Review Team (SBRT) meets on a weekly basis to evaluate possible crisis situations, while the Threat Assessment Team (TAT) meet on an emergency basis when a situation escalates or calls for such a meeting. Both teams then take appropriate action.

Information Services and Infrastructure

Objective 8.4. Enhance and maintain the effectiveness of Disaster Preparedness.

Reference to Previous Strategic Plans: None

ExCom Member: CAO, CFO, & CIO

Assessment Tool: Annual inventory of Disaster Preparedness in all departments to ensure compliance with updated plans, training of staff, and annual testing.

Baseline: Risk assessment templates completed for Board of Regents in summer 2012.

Goal: 100% awareness and participation by all administrative units.

Progress: CSCU investigating cloud hosting options for ERP Banner system for disaster recovery and business continuity

Enabling Activities:

- Work with Board of Regents on Hazardous Mitigation
- Coordinate annual testing of DR Plans.
- Review annual goals and progress of DR Plans.
- Update IT Disaster Recovery Plan
- Create Information Technology Emergency Plan
- CSCU investigating Banner Cloud Hosting for the purpose of disaster recovery to minimize systems disruption, contain data loss or exposure, and ensure maximum business continuity.
- Coordinate test plan for remote site for data center.